

NEVADA STUDENT LEADERSHIP TRANSITION SUMMIT

In April, the Nevada Department of Education, Office of Special Education, Elementary and Secondary Education, and School Improvement Programs sponsored the first annual Nevada Student Leadership Transition Summit at the University of Nevada, Reno. The goal for this event was to gain an understanding of the secondary transition system from the student perspective and to cultivate leadership teams across the state to foster systems change for Individual Transition Planning.

With the help of many valued partners — including the Nevada Interagency Transition Advisory Board (ITAB), Nevada school districts, the University Center for Excellence in Disabilities (UCED), Nevada Parents Encouraging Parents (Nevada PEP), the Western Regional Resource Center (WRRRC), the National Post-School Outcomes Center, the National Association of State Directors of Special Education (NASDSE), and the National Secondary Transition Technical Assistance Center — the Summit was a great success!

Through collaboration with Christine Cashman at NASDSE, young adult guest speakers were selected to set the tone for an informative and empowering day. LeDerick Horne, Joe Davidson, and Carolyn Roman shared their stories of living and learning with disabilities and encouraged students to become involved in decisions that affect their lives.



Carolyn Roman, Joe Davidson, Christine Cashman, LeDerick Horne

Their “Nothing about us without us” philosophy connected the guest speakers’ message to the breakout session discussions where combined teams representing urban and rural districts discussed transition needs and hurdles, and gave students the opportunity to voice their opinions and ideas about making the transition to life beyond high school in Nevada. Students were encouraged to discuss how the system could better support them in their efforts to achieve postsecondary goals. Participants included about 150 freshmen and sophomore students, teachers, and counselors representing fourteen schools districts, as well as a team from one of Nevada’s state-sponsored charter schools.

Following lunch, attendees participated in a Vendor Fair, and received information from the following organizations: Great Basin College; Nevada Career Information System; Nevada Disability Advocacy & Law Center (NDALC); Nevada PEP; People First of Nevada; State of Nevada, Vocational Rehabilitation Division; Truckee Meadows Community College; University of Nevada, Reno – Disability Resource Center, and the Office for Prospective Students; University of Nevada, Las Vegas; Western Apprenticeship Coordinators Association; and, Western Nevada Community College.

The Office of Special Education, Elementary and Secondary Education, and School Improvement Programs will host the next Nevada Student Leadership Transition Summit on May 7, 2009. For more information, please contact Jennifer Kane, Secondary Special Education Consultant at (702) 486-6622 ext. 1 or jskane@doe.nv.gov.

Agenda

4th Floor Map

8:00 a.m. – 9:00 a.m.	Registration and continental breakfast
9:00 a.m. – 9:15 a.m.	Welcome and introductions
9:15 a.m. – 10:45 a.m.	Whole group session Graduate speakers share motivational stories including insights on the transition process from the student perspective
10:45 a.m. – 11:00 a.m.	Break
11:00 a.m. – 11:45 a.m.	Team session Speakers and participants break into groups to discuss what needs are and are not currently being met and to brainstorm what the system needs to be and to do to make postsecondary goals happen
11:45 a.m. – 12:30 p.m.	Lunch
12:30 p.m. – 2:00 p.m.	Vendor presentations Rotation by teams
2:00 p.m. – 2:30 p.m.	Whole group session reconvenes Teams share ideas and look for common themes Wrap up and reflection
2:30 p.m. – 3:00 p.m.	Campus tour (optional)



X= Transition Summit Rooms



Nevada Student Leadership Transition Summit



Program



April 21, 2008

University of Nevada, Reno
Joe Crowley Student Union

Vendors

Great Basin College

Contact: Tammy Robinson
Address: 1500 College Parkway
Elko, NV 89801
Phone: 775-753-2201
Email: recruitment@gwmail.gbcnv.edu

Great Basin College is located in Elko, Nevada. Great Basin College is a community college offering two year and four year degrees and certificate programs. GBC currently is the only community college in Nevada to offer on-campus housing both traditional dorms and also residential suites.

Nevada Career Information System (NCIS)

Contact: Crystal Skeans
Address: 500 E Third St.
Carson City, NV 89713
Phone: 775-684-0411
Email: icgskeans@nvdetr.org
www.nvdetr.org

NCIS is a computer-based system that combines a wealth of career, education and labor market information into one comprehensive, easy-to-use career exploration tool.

Nevada Disability Advocacy & Law Center

Contact: Ruth Miller
Address: 1311 N McCarran Blvd., Suite 106
Reno, NV 89431
Email: iruth@ndalc.org
www.ndalc.org

The Nevada Disability Advocacy & Law Center (NDALC) is a private, nonprofit organization and serves as Nevada's federally-mandated protection and advocacy system for the human, legal and service rights of individuals with disabilities. NDALC was designated as Nevada's protection and advocacy system by the Governor in March of 1995 and is funded by Federal grants and charitable, tax deductible contributions of private citizens.

Nevada PEP

Contact: Kathy Treants
Address: 2355 Red Rock St., Suite 106
Las Vegas, NV 89146
Phone: 800-216-5188
Email: ktreants@nvpep.org
www.nvpep.org

PEP is Nevada's statewide Parent Training and Information Center for families who have children with disabilities and the professionals who support them.

People First of Nevada

Contact: Diane Rossmann
Address: UNR/REPC
MS 285, Attn: People First
Reno, NV 89557
Email: ldrossmann@unr.edu
www.peoplefirstofnevada.org

People First is the world's oldest and best known self-advocacy organization that is run by and for people with developmental differences. It was formed in 2003 and became a 501(c)3 in 2006. We currently have five chapters- Carson City, Elko, Fallon, Las Vegas and Reno/Sparks. Each chapter holds a monthly meeting.

State of Nevada, Vocational Rehabilitation Division

Contact: Howard Castle
Address: 2800 E St. Louis Ave.
Las Vegas, NV 89104
Email: whcastle@nvdetr.org

The Rehabilitation Division of Nevada's Department of Employment, Training & Rehabilitation is committed to assisting people with disabilities in meeting their vocational goals, including high school students. Vocational Rehabilitation has programs especially for young people with disabilities to help them transition from school to work by helping them discover their talents and develop new skills. There are rehabilitation counselors in Nevada who are available to provide transition assistance to students at high schools and alternative schools in Nevada. The Transition program is completely confidential and is a team effort involving school staff. Vocational Rehabilitation counselors, parents, and the student. Participation by parents, guardians, or family members is very important. Until the student is 18 years old or has been declared an emancipated youth, parents or legal guardians must sign a consent form for services.

Truckee Meadows Community College

Contact: Joanne Ascencio
Address: 7000 Dandini Blvd, RDMT 315B
Reno, NV 89512
Phone: 775-673-7277
www.tmcc.edu/drc

The mission of the TMCC Disability Resource Center (DRC) is to provide equal access to curricular and co-curricular college activities to qualified participants with disabilities at Truckee Meadows Community College. We are committed to serving the college community in the following areas: serving as an advocate and liaison; providing appropriate accommodations and services; giving guidance and training on disability matters; fostering self-sufficiency and acting as a resource regarding areas of compliance.

Vendors

University of Nevada, Reno- Disability Resource Center

Contact: Mary Zabel and Mary Anne Christensen
Address: MS 079
Thompson Bldg., Suite 101
Reno, NV 89557
Phone: 775-784-6000
www.unr.edu/stsv/slservices/drc/index.html

The purpose of the Disability Resource Center (DRC) is to ensure that students with disabilities have equal access to participate in, contribute to and benefit from all university programs. Our goal is to act as a catalyst for the elimination of both attitudinal and architectural barriers that present themselves throughout the university community. The DRC directly supports students with disabilities in achieving their goals - strengthening a climate of campus diversity.

University of Nevada, Reno- Office for Prospective Students

Contact: Carolina Rodriguez
Address: MS 110
Reno, NV 89557
Phone: 775-682-5915
Email: rcrodrigu@unr.edu
<http://www.ss.unr.edu/admissions/>

University of Nevada, Las Vegas

Contact: Tessie Rose
Address: 4505 Maryland Parkway
Las Vegas, NV 89145
Phone: 775-673-7277
www.unlv.edu

In its 50-year history, UNLV has undergone an amazing transformation from a small branch college into a thriving urban research institution of 28,000 students and 3,300 faculty and staff. UNLV's 350-acre main campus, located on the Southern tip of Nevada in a desert valley surrounded by mountains, is home to more than 220 undergraduate, master's, and doctoral degree programs, all accredited by the Northwest Commission on Colleges and Universities.

Western Apprenticeship Coordinators Association (WACA)

Contact: Bob Alessandrilli
Address: 4635 Longley Ln., Suite 108
Reno, NV 89502
Email: info@buildingtradejobs.org
www.buildingtradejobs.org

The Western Apprenticeship Coordinators Association (WACA) sponsors a number of free apprenticeship programs through its member organizations. These include carpenters, construction craft laborers, electricians, ironworkers, operating engineers, painting, drywall & floorcovering workers, plasterers & cement masons, plumbers & pipefitters, sheet metal workers and Sierra Pacific Power Co. utility workers. Apprenticeship programs are open to males, females and minorities. Most demand excellent physical coordination coupled with mental ability, specifically math and analytical skills. Manual coordination and physical ability is a must. Programs run from 2 to 5 years and combine on the job training under master craftspersons with classroom learning. All apprenticeship programs are free and most include books and paid college credits.

Western Nevada Community College

Contact: JW Lazzari and Susan Trist
Address: 2201 Westo College Parkway
Carson City, NV 89703
Email: joutreach@wnc.edu
www.wnc.edu

Western Nevada College is a comprehensive community college which serves more than 6,000 students each semester. WNC reaches out to its urban and rural communities with campuses in Carson City, Fallon and Minden/Gardnerville as well as instructional centers in Dayton, Fernley, Hawthorne, Lake Tahoe, Lovelock, Smith Valley and Yerington. Distance education courses, including interactive video and internet classes, allow even those in remote locations ready access to higher education. The college offers some 50 academic degrees and certificates in areas as diverse as engineering and construction technology, nursing, musical theatre, golf facilities management, geographic information systems, criminal justice and graphic design. Students may also complete up to two years of many baccalaureate degree programs, such as teacher preparation, for transfer to a university. WNC offers a diverse curriculum which is flexible and tailored to meet those individual needs. By offering diverse degree and certificate programs, scheduling classes at convenient times and providing small class sizes and one-on-one counseling opportunities, WNC helps to ensure students a positive and successful college experience.

3rd Floor Map



X= Transition Summit Rooms

Meet the Speakers

LeDerick Horne spent most of his time in school believing he did not have much of a future. A severe learning disability (LD), combined with low self-esteem led him to doubt he would be able to go to college or pursue a meaningful career. However, in the challenging academic environment of Middlesex County College in New Jersey, and with the support offered for his disability through Project Connections, a Learning Disabilities Resource Program at the College, LeDerick became an outstanding student, compiling a 3.75 grade point average. He transferred to New Jersey City University and graduated with honors from NJCU with a BA. Since graduation, LeDerick has become the head of his own real estate investment company called Horne & Associates, LLC and appointed the Board Chair of Project Eye-To-Eye, a national nonprofit that provides mentoring programs for students with LD/ADHD. He is also continually recognized across the country as a speaker and advocate for people with disabilities. LeDerick has facilitated workshops, delivered keynote presentations and spoken to thousands of students, teachers and service providers about his experiences.



Joe Davidson struggled through most of his schooling due to a learning style that differed from the norm. As a result, he often felt like "the dumb kid" in his classes. To cover up his inadequacies he put up a front that he didn't care about school or his grades. By middle school he had given up on academics completely, lacking any and all motivation. This ultimately resulted in Joe dropping out of high school during his senior year and obtaining his GED (or "good enough diploma"). At the age of 18, a change in his faith redirected his life towards a new and fresh direction. He enrolled in a Community College and obtained his Associates Degree, graduating Magna Cum Laude. He went on to enroll at Radford University where he graduated with an undergraduate degree in Interdisciplinary Studies and, this May, will graduate with his Masters degree in Special Education. His goal is to make a difference in the lives of students who are currently walking down the same destructive path that he was once on, and help create a better future for them. In the process of reaching that goal, Joe has spoken to thousands of people at several education events and attended several state and national special education planning meetings and conferences as a student representative. He is currently the founder/coordinator of the Radford University chapter of Project Eye-To-Eye, a national nonprofit that provides mentoring programs for students with LD/ADHD. Joe's personal motto is: "It is every person's right to determine their own ceiling in life; and it is my job to push them even beyond that."



Carolyn Roman experienced a traumatic brain injury in high school due to a series of sports-related injuries. Once a student in gifted classes, Carolyn returned to school after rehabilitation and was placed on an IEP in Special Education classes. After a range of positive and negative education and transition experiences, Carolyn embraced her disability and chose to advocate for other young people and work with professionals to help promote systems change. Carolyn is currently in the midst of a bachelors/masters program at Duquesne University in Pittsburgh, PA, majoring in speech/language pathology. She is also employed part-time as a therapeutic support staff (TSS) for children on the autism spectrum. Carolyn has worked with the Pennsylvania Department of Education on their youth leadership initiatives on transition and volunteered for a variety of young mentoring activities. Most recently, she co-presented with Bill East, Executive Director of the National Association of State Directors of Special Education (NASDSE) and Carl Suter, Executive Director of the Council for State Administrators of Vocational Rehabilitation (CSAVR) for a national professional development conference "Moving From High School to Post-school Opportunities: Transition Components and Strategies for High School Redesign" and was a featured speaker at the 2008 Council for Exceptional Children (CEC) Expo.



Partners in Progress: Youth/Young Adult Leaders for Systems Change

December 5, 2008

Bill East, Executive Director, NASDSE

Christine Cashman, NASDSE

Joe Davidson, Advocate

Jennifer Kane, Nevada Dept of Education

LeDerick Horne, Advocate

NASDSE: Promoting a Vision of Meaningful Youth Involvement

- NASDSE's work supports state education agencies (SEAs) as change agents to promote and progress youth/young adult roles to participate in the decisions that affect their educational services, experiences and outcomes.
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Communities of Practice: Sharing Knowledge and Practices

Communities of Practice (CoP)

“A group of people who share a concern, a set of problems or a passion about a topic, and who deepen their understanding and knowledge of this area by interacting on an ongoing basis.”
(Etienne Wenger et.al., 2002)

IDEA Partnership

National CoP on Interagency Transition

- Beginning in 2004, state and local agencies in several states joined together to form a CoP with a goal to improve interagency transition initiatives and promote the role of youth in this effort.
 - Currently, federal agencies, states and many national organizations are joined in the community, co-lead by NASDSE and CSAVR:
 - 13 states
 - 16 national organizations,
 - 7 technical assistance (TA) Centers; and
 - Federal Partners: Departments of Education (DOE), Transportation (DOT), Labor (DOL), and Justice (DOJ)
 - The CoP focuses on issues such as cross-agency outcomes, meaningful youth role, increasing accessible transportation employment and post-secondary opportunities.
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Focus of Today's Presentation

- Revisiting Youth Role
 - Reflection on Current Practice
 - Envisioning a new approach to engaging youth and young adults
 - Nevada Student Leadership Transition Summit: A story of how one state advanced their approach to youth involvement
 - Youth Front and Center: Lessons from Across the Country
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Spectrum of Attitudes¹

- Three approaches adults can take toward working with young people
 - Youth as Objects
 - Attitude – young people have little to contribute.
 - Youth as Recipients
 - Attitude – young people need to be guided through their participation in adult society
 - Youth as Partners
 - Attitude – the contributions of young people are critical, welcomed and valued.
- Key question: have you experienced these attitudes?
 - We encourage you to look for these attitudes and strive to influence positive change

¹ Lofquist, W.L. (Fall, 1989). “The Spectrum of Attitudes: Building a Theory of Youth Development.”
New Designs for Youth Development. Tucson, AZ: Associates for Youth Development, Inc.

Key Terms Differentiating Key Concepts

■ Youth development

- is a term used to broadly categorize activities, approaches, and programs that seek to build the capacity of youth with disabilities to engage in leadership activities
- is both an academic and non-academic approach that takes into account the mental and physical well being of the whole youth
- initiatives seek to provide youth with disabilities concrete skills to ensure they can participate in leadership activities

■ Youth involvement

- is an essential component and strategy in the over all development of youth with disabilities
- is defined as creating meaningful opportunities for youth with disabilities to participate in their communities and any institution that is charged with their well-being
- It is important to note that all involvement is not necessarily *meaningful* youth involvement

Key Terms Differentiating Key Concepts

■ Meaningful youth involvement

- is defined as youth with disabilities having true responsibility and shared decision-making in events that affect their lives
- can range from self-directed IEPs to youth representation on important organizations or governing bodies

■ Youth leadership

- empowering youth with the meaningful opportunities to effect change within their community and within any institutions or systems that concern them.
- requires skill development in the form of communication, advocacy, and awareness
- requires that institutions make a sustained commitment to creating meaningful leadership opportunities for youth

A Variety of Youth Roles

■ Planners

- plan and implement projects

■ Trainers

- young people who are properly trained and supported can train both youth and adults

■ Evaluators

- assess program effectiveness by being involved in evaluation processes

■ Youth Summits

- provides young people an opportunity to voice concerns and develop possible solutions

A Variety of Youth Roles

- Youth Advisory/Action Councils
 - work with existing organizations to ensure youth are involved in achieving the overall mission of the organization or project
- Funders
 - young people involved in philanthropy or the raising and giving of money
- Youth Governance/Youth on Boards
 - serve as full voting members on an organization's board or governing structure
- Policy Makers/Policy Advisors
 - advance policies that affect their own lives, govern an organization or community.

Key To Success

- For youth with disabilities to be fully included and empowered as equal members of society, social services systems, including schools, must develop the academic and non-academic capacities of youth with disabilities to be meaningfully involved in their lives, education and communities.
- The key to empowering youth with disabilities is to develop a multi-faceted, inter-agency and inter-disciplinary approach to developing a youth's skills, creating opportunity for meaningful involvement, and ultimately empowering youth with disabilities with leadership opportunities within institutions and their communities.

Promoting A Meaningful Role

- Adult ally role – supports the efforts of youth/young adults with disabilities by acting as advisors while promoting meaningful, active participation and leadership.
 - Adult allies must prepare youth to be involved
 - Youth-friendly language (key terms ahead of time, avoid acronyms)
 - Youth-friendly scheduling
 - Age-appropriate involvement
 - Not all youth are the same!
 - Avoid tokenism – choose targeted roles based on age, experience, location, disability, desire...etc.
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Promoting A Meaningful Role

- Youth as leaders in their own lives with adults as allies
 - Leadership at all levels
 - **Individual** – involvement in IEP, self-advocacy skills
 - **Local** – involvement in school-wide leadership activities, school board activities, mentors to other youth
 - **State** – statewide transition planning stakeholder, state leadership programs, state boards, advisors to state policy
 - **National** – advisors, speakers/facilitators at national conferences, promote cross-state learning, national leadership activities
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Nevada Student Leadership Transition Summit: The Logic and the Method

- Nevada created a statewide transition summit involving students and professionals to gather information for state systems change and to promote leadership.
 - Students and professionals were equal partners in the event.
 - Prepared students to participate as equal partners.
 - High school students committed to ongoing leadership to advise others in their schools and students who will mentor future classes.
 - Utilized successfully transitioned young adults as advisors, presenters and facilitators.
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Nevada Student Leadership Transition Summit

University of Nevada, Reno —
Joe Crowley Student Union
April 21, 2008

Nevada Student Leadership Transition Summit

■ Purpose –

- To foster systems change by creating an understanding of how high school students with mild disabilities in the state of Nevada perceive the secondary transition system that is currently in place
- To gain a sense of how the system is functioning at the present time, looking for positives that can be replicated as well as areas that might be improved to insure students' successful attainment of postsecondary goals
- To cultivate student leaders and supporting mentor teams (teachers/counselors) who will take the information back to their school sites to help facilitate systems change

■ Desired Outcome –

- Systems change for Individual Transition Planning (ITP), guided by students' stated needs and undertaking of leadership roles
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Nevada Student Leadership Transition Summit

- Participants included teams of high school students with mild disabilities, teachers and counselors representing each of the seventeen school districts across the state of Nevada (including one school per region in Clark County).
 - Approximately 100 high school students and 50 professionals
 - Successfully transitioned young adults provided a keynote presentation and facilitated sessions.
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Content Overview

- Young adults who have successfully transitioned reflected upon their experiences and shared motivational stories about lessons learned as they moved from high school to adult life.
 - Speakers and participants separated into teams to discuss the positives and negatives of the current ITP system, including where their needs are being met and where improvements might need to be made.
 - Teams brainstormed ways to transform the system to ensure students' needs are met and postsecondary goals are successfully attained.
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Content Overview

- The whole group session reconvened and teams shared findings and common themes.
 - Teams rotated through vendor presentations and gathered a mixed packet of leadership materials and postsecondary information to take with them back to their school sites.
 - The University of Nevada, Reno Campus offered a tour.
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Nevada Student Leadership Transition Summit

- The Nevada Department of Education (NDE) covered all travel costs for the team members including transportation and meals (at per diem rates).
 - **Partners included:**
 - Nevada Interagency Transition Advisory Board (ITAB)
 - Nevada school districts
 - University Center for Excellence in Disabilities (UCED),
 - Nevada PEP (statewide parent training and information center)
 - Western Regional Resource Center
 - National Post-School Outcomes Center
 - National Secondary Transition Technical Assistance Center
 - National Association of State Directors of Special Education (NASDSE)
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Developing A Team

■ **Composition of district teams:**

- One special education teacher
 - One guidance counselor (college-bound advisor, if possible)
 - Five 9th and 10th grade students who (1) have mild disabilities, (2) possess leadership skills, and (3) would be interested in playing a continued role with the team
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Developing A Team

■ Selecting team members:

- Districts determined a Summit liaison to communicate with the NDE.
 - The liaison worked with appropriate school and district personnel to:
 - to select the teacher/counselor team to attend
 - work with school-level personnel to hand-select students based on the criteria stated above (interest, goals, leadership potential, and willingness to make a multi-year commitment).
-

Pre-Conference Team Preparation

- Conference materials were distributed to district team professionals to review with students in preparation for the summit. Including:
 - Pre-summit lesson plans to educate students on key terms, build self-advocacy skills and promote team building exercises.
 - Information with clear expectations for team participation.
 - Conference pamphlet with an agenda, maps of the building and information about the guest motivational speakers.
-

Lesson Plan Example –

Lesson One: The Basics

■ Team leaders:

- Accessed copies of each student's current IEP, including the Individual Transition Plan (ITP)
 - Introduced the Summit to students by explaining they were chosen as a leadership team to help the NDE determine the kinds of services, supports and connections students with IEPs need as they move from high school to the world beyond high school.
 - Provided students with a handout featuring student-friendly key terms" such as: accommodations, disability resource center, individualized education program (IEP), leadership, etc
 - Led facilitated brainstorming activities/discussion about leadership, transition, post-school options, self advocacy
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Lesson Plan Example – Lesson One: The Basics (continued)

- Students completed a “Who, What, When, Where, Why, and How of Self-Advocacy Worksheet” Worksheet including the following items:
 - **Who** am I?
 - **What** will it take to accomplish my postsecondary goals?
 - **When** should I start self-advocating?
 - **Where** do I want to go in my future?
 - **Why** should I self-advocate?
 - **How** can I begin to self-advocate?
-

Lesson Plan Example – Lesson Two: Team Building

- Developing a sense of team before the trip
 - Team members engaged in activities such as:
 - Describing traits in their school mascot that exemplify the objectives of their newly formed transition leadership team.
 - Using initials from your team members, create an acronym or name for your team – select adjectives that describe the team – produce a banner
 - Review Lesson Plan 1 and Key Terms, discuss any additional questions.
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Agenda

- 8:00 a.m. – 9:00 a.m. Registration and continental breakfast
 - 9:00 a.m. – 9:15 a.m. Welcome and introductions
 - 9:15 a.m. – 10:45 a.m. Whole group session
 - Graduate speakers share motivational stories including insights on the transition process from the student perspective.
 - 10:45 a.m. – 11:00 a.m. Break
 - 11:00 a.m. – 11:45 a.m. Team session
 - Speakers and participants break into groups to discuss what needs are and are not currently being met and to brainstorm what the system needs to be and to do to make postsecondary goals happen
 - 11:45 a.m. – 12:30 p.m. Lunch
 - 12:30 p.m. – 2:00 p.m. Vendor presentations
 - 2:00 p.m. – 2:30 p.m. Whole group session reconvenes
 - Teams share ideas and look for common themes, wrap up and reflection
 - 2:30 p.m. – 3:00 p.m. Campus tour
-

Keynote Presentation

■ Joe Davidson



■ LeDerick Horne



■ Carolyn Roman



Team Sessions

- Facilitated session by professionals and guest speakers
 - Data collected through discussion
 - Examples: post-school goals, kinds of skills students think they need to be successful, who they talk to about their goals and needs, information about college entrance requirements, additional information students would like to know more about, etc.
 - Teams developed key messages to share with the large group
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Vendor Presentations

■ Purpose –

- To expose participants to the postsecondary options available and to improve their understanding of the requirements for a successful transition to the world beyond high school

■ Format –

- Orientation to the organization including participant eligibility, entrance requirements, scholarship/fiscal resources available, disability resources, programs available and anything additional critical information followed by materials distribution and questions
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Vendor Examples

- University of Nevada, Reno – Disability Resource Center, and the Office for Prospective Students
 - 4 year university, presented accessing special education services at the post-secondary level
 - Nevada Career Information System (NCIS) -
 - presented a computer program that allows students to search information on everything from occupations, apprenticeships, wage information, job search tips, financial aid and scholarships, military, resumes and cover letters, education and training, assessments, schools within Nevada as well as nation-wide, etc. Students received a username and password.
 - Nevada Disability Advocacy & Law Center –
 - discussed transfer of rights at age 18
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Vendor Examples

- Nevada PEP –

- an advocacy group that works with parents and students who turn 18 - more information about self-advocacy, rights, and resources

- People First –

- a self-advocacy group housed on the UNR campus.

- State of Nevada, Vocational Rehabilitation Division

- Truckee Meadows Community College –

- Community college offerings and disability resources (Urban setting)

- Western Nevada Community College –

- Community college offerings and disability resources (Rural setting)
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Vendor Examples

- Great Basin College
 - 4 year college with branch campuses and satellite centers
 - University of Nevada, Las Vegas
 - 4 year university
 - Western Apprenticeship Coordinators Association
 - Presented programs and possibilities along with disability resources
 - Western Nevada Community College
-

Whole Group Session

- Top beliefs held by students to reach their post-secondary goals:
 - Research Options
 - Advocate
 - Establish Goals
 - Increase Academic Skills
 - Make a Plan – Tools and Resources
 - Address Doubts and Fears
 - Increase Communication with Those Who Can Help
 - Schools Must Engage Students
 - Change Special Education Stigma
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Lessons Learned and Follow-Up

- There will be a Summit 2!
 - The Summit focused solely on state needs.
 - Surveys to be distributed before Summit 2 to establish student needs, separate survey for professionals
 - Allow the guest speakers to facilitate the breakout groups to keep the feeling of “equal partners” and give students more of a voice.
 - Provide a separate professional development session for adults.
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Why We Love The Nevada Example

- Clearly demonstrated a different attitude toward youth
 - Youth were intentionally prepared to attend
 - Key resource persons from their local school districts were on the teams
 - Showed their understanding of the variety of youth roles
 - Demonstrated an understanding that youth were preparing for varied post-school environments
 - They valued youth as equal partners
 - Youth have clear roles in the follow-up
 - Youth will have a major voice in Summit 2
 - This design has the potential to truly create systems change
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Other Examples That We Love

I'M DETERMINED- Self-Determination Project

- Developed and sponsored through The Virginia Department of Education Training and Technical Assistance Centers
 - Focuses on providing direct instruction, models and opportunities to practice self-determination skills beginning at the elementary level and continuing throughout the students' educational experiences to empower students by helping them know their strengths and needs; how to set and achieve goals; and how to identify the supports that they need.
 - www.imdetermined.com
-

Dare to Dream: Leadership Conferences for Students with Disabilities

- As a state-wide initiative, the New Jersey Department of Education has been hosting teen leadership conferences for students with disabilities.
 - The focus of the conferences is to address skills necessary to be successful in school and for transition to life after high school.
 - Students with disabilities present keynotes speeches, read poetry, and facilitate workshops for other students like themselves focusing on things such as improved self-awareness, advocacy skills, information to promote success and increased leadership skills and confidence.
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Project Eye-to-Eye

- A national mentoring program that matches college and high school students with LD/ADHD, acting as tutors, role models and mentors, with elementary, middle, and high school students with LD/ADHD to empower these students and help them find success.
 - <http://www.projecteyetoeye.org>
-

National Youth Leadership Network

- Fosters the inclusion of young leaders with disabilities into all aspects of society at national, state and local levels.
 - Communicates about issues important to youth with disabilities and the policies and practices that affect their lives.
 - www.nyln.org
-

IDEA Partnership CoP on Interagency Transition Focuses on Youth Role

■ Alabama

- YAIT (Young Adults in Transition) Initiative

■ California

- Long history of youth leadership initiatives and an extensive network of alumni that actively coach emerging leaders

■ Delaware

- Youth role at state meeting, Student Leadership Advisory Council (SLAC)

■ New Hampshire

- Cross-agency focus on meaningful youth involvement
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IDEA Partnership CoP on Interagency Transition Focuses on Youth Role

■ Pennsylvania

- Youth role in the state meeting, PYLN - Secondary Transition Toolkit: Developed BY Youth FOR Youth

■ Wisconsin

- Youth Leadership and Development Workbook

■ Virginia

- Youth role at state meeting, I'm Determined Project, Life for Me Project, Creating High Expectations Project

* DE, PA and VA working cross-state to promote youth role

In Summary

- Examine attitudes toward youth engagement
 - Promote a variety of meaningful roles
 - Design state and local initiatives to truly engage youth as equal partners
 - Involve the agencies and community partners that will be critical in helping youth achieve their goals
 - Follow-up and continually deepen youth efforts for real systems change
-

Where are the other great examples?

- Help us find good examples that model meaningful youth role.
 - Share your examples of systems change.
 - Help us showcase your state and local efforts.
 - Contact: Christine Cashman, NASDSE
 - christine.cashman@nasdse.org
-

Partners in Progress: Youth/Young Adult Leaders for Systems Change

Technical Information

Friday December 5, 2008 1-3 pm ET

Satellite Downlink Information

TIME: 1:00 p.m. – 3:00 p.m. ET
12:00 p.m. – 2:00 p.m. CT
11:00 a.m. – 1:00 p.m. MT
10:00 a.m. – 12:00 p.m. PT

Test Time: 12:30- 1:00 p.m. ET

Satellite: AMC-3 C-Band

Transponder: 5

Channel Number: 5

Polarization: Horizontal

Orbital Position: 87 Degrees West Longitude

Audio Frequency: 6.2/6.8 MHZ

Satellite Technical Trouble (Day of the program only) 724.337.1808

Streaming Media Information

The streaming media version of this conference will be available online 24 hours a day, 7 days a week beginning Friday December 5, 2008 at 1:00pm ET. It will remain online throughout the conference series. The username and password is case sensitive. Please open the link with **Internet Explorer** (do not use FireFox, Safari, etc). If you have followed these directions and are unable to access the conference, please contact your local administrator as it is likely a network/individual computer issue such as a firewall.

Go To:

<http://video.pattanpgh.net/mediasite/viewer/?peid=9e48184b-5129-43c5-8e41-bea3701cfeb1>

username: nasdse0809b

password: dec08